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ABSTRACT

These program objectives were developed to support the Department of Defense Dependent Schools Five Year Curriculum Development Plan and are designed to provide a basis for elementary, middle, and secondary school physical education curricula. A balance of psychomotor, cognitive, and affective aspects is emphasized. General, program, and instructional objectives are presented for three educational levels: kindergarten through fourth grade, fifth through eighth grade, and ninth through twelfth grade. Program areas include: (1) efficient motor skills; (2) role of physical fitness in daily living; (3) desirable social behavior; (4) positive self-concept; (5) importance of physical education and other closely related fields in the world of work; (6) cultural differences and values; (7) conceptual understandings relating to participation in physical activity; (8) physically active lifestyle; and (9) creative and aesthetic aspects of movement. Each area is subdivided into instructional objectives which are stated in terms of desired student behavior. A code signifies the appropriate grade level of instruction for each instructional objective. (FG)

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DS-Manual 2750.1
November 3, 1981

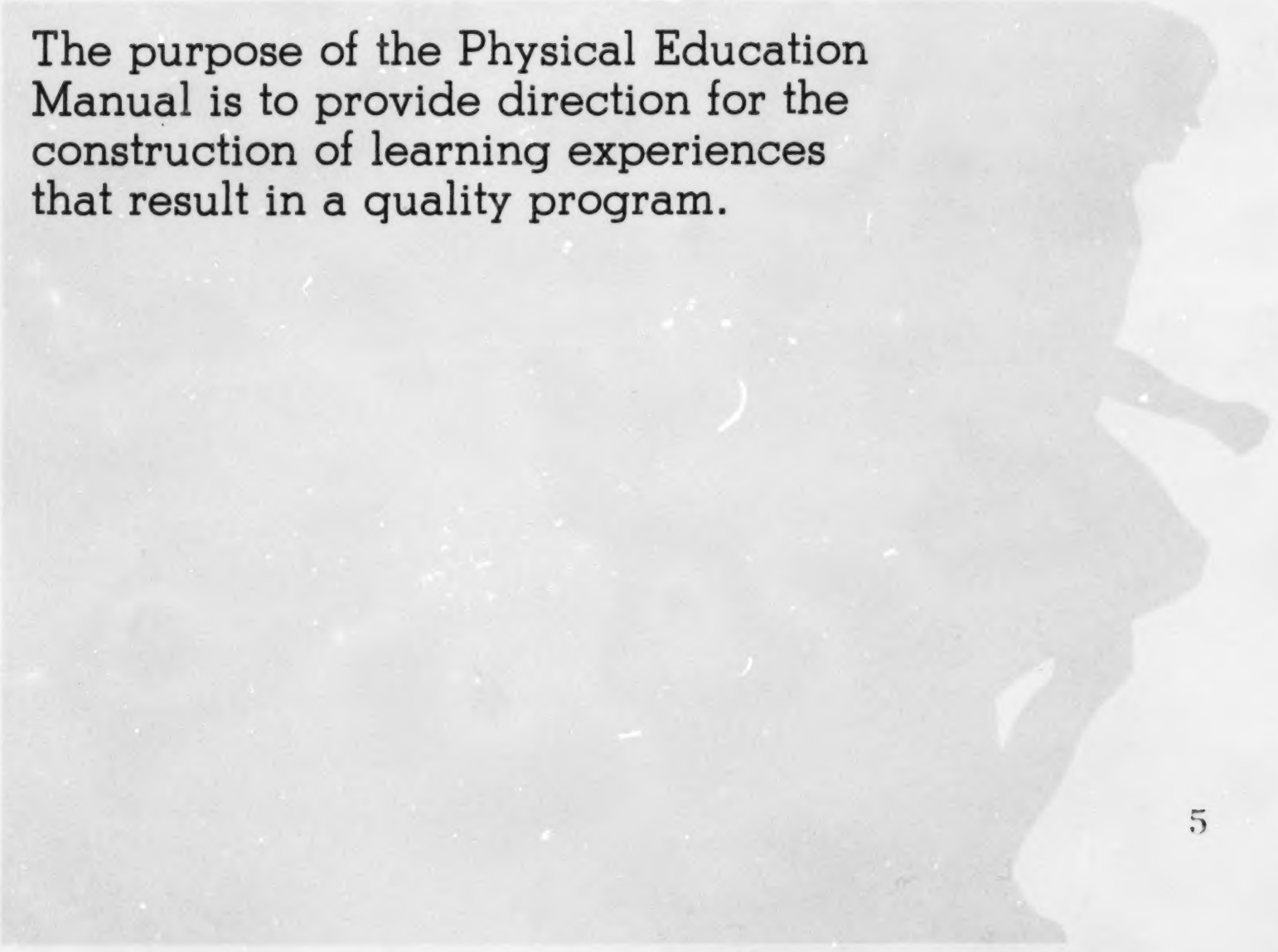
PHYSICAL EDUCATION OBJECTIVES

DOD DEPENDENTS SCHOOLS

SP020 117

PURPOSE

The purpose of the Physical Education Manual is to provide direction for the construction of learning experiences that result in a quality program.



PREFACE

Student participation in regular, vigorous physical activity, and their study of the effect of such activity on the human organism is an essential component in the curriculum of the Department of Defense Dependents Schools and is responsive to the needs of the student population.

Physical education enables students to explore their physical capabilities and to develop a value system in which physical activity is an important part of their lifestyle.

Anthony Cardinale

Anthony Cardinale
Director

INTRODUCTION

This statement of objectives was developed in support of the Department of Defense Dependents Schools (DoDDS) Five-Year Curriculum Development Plan and is designed to provide the basis for the program in physical education. These objectives reflect the view that the total program in physical education encompasses development in the psychomotor, cognitive, and affective domains. Physical education constitutes an essential part of the total DoDDS educational program and makes significant contributions toward the achievement of desirable educational outcomes.

The program emphasis in the elementary grades is on a wide variety of developmental and basic movements; basic social behaviors consistent with the spirit of self-development, respect, and cooperation; basic cognitive concepts relating to a knowledge of the human organism, movement language, and rules governing participation in activities; and development of a value system in which participation in regular, vigorous physical activity characterizes the lifestyle.

The program in the middle schools builds on the fundamental skills, knowledge and value development promoted in elementary schools. The emphasis at this level is to build skills and knowledge relating to ever-increasing levels of complex movement patterns,as found in dance, sport, and game activities that constitute the core of the program. In addition, primary focus is given to the personalized program of health-related physical fitness and information synthesis on career opportunities.

At the secondary level, emphasis is in lifetime and recreational skills that may prepare a person for a physically active adult lifestyle. Cognitive emphasis is placed on the relationship between the role of vigorous physical activity and individual health and well-being. The social development and cultural appreciation relating to sport and dance participation require a mature level of understanding and practice.

Through this balance of psychomotor, cognitive, and affective objectives, the total development of the individual is emphasized. Specific needs and interests of the individual allow varied program emphasis. Refinement of these objectives is suggested at the regional and local levels. These revisions would be used as a basis for future development of course or unit objectives.

Numbering Code Used With Objectives

The numbering code indicates the level of the objective

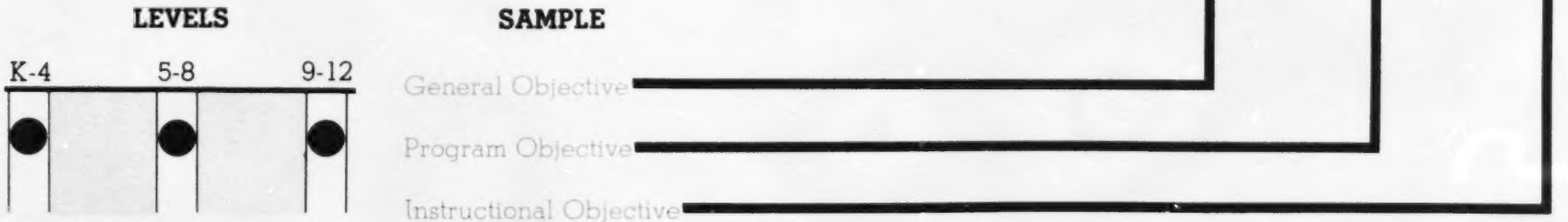
The first digit of the number of each statement refers to the general objective.

The second digit refers to the program objective.

The third digit identifies the instructional objective.

An objective introduced at a lower grade level remains an objective for all subsequent grade levels.

The ● on the grade level banding indicates the level at which the instructional objective should be taught.



The number code is used to facilitate

- identification of objectives
- correlation of objectives with textbook and instructional materials
- matching of test items to objectives

All General, Program, and Instructional Objectives should be preceded by the phrase, "The learner should . . . ."

Develop Efficient Motor Skills

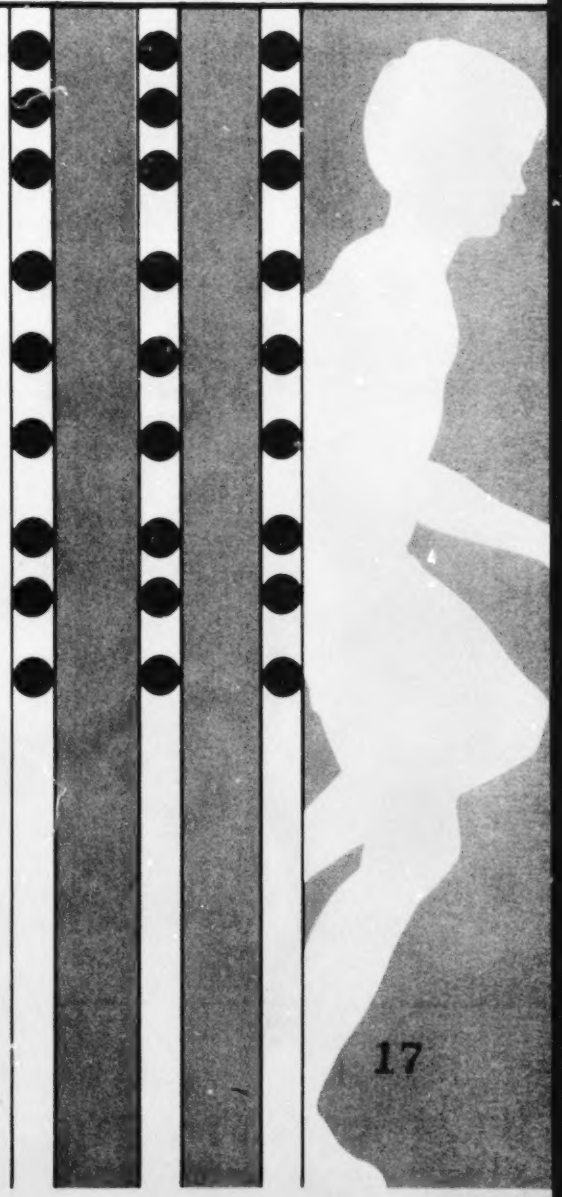
Program Objectives	Instructional Objectives	K-4	5-8	9-12
1.1 Develop motor perceptual skills through auditory and visual directions.	1.1.1 Develop an awareness of the position and movement of one's own body in space.	●		
	1.1.2 Exhibit laterality and directionality of body movements.	●		
	1.1.3 Discriminate among various objects, shapes, and sizes.	●		
	1.1.4 Coordinate sighting and specific body parts to produce a desired movement (player position, mirroring, demonstration, etc.).	●		
	1.1.5 Demonstrate the ability to receive and use auditory cues for enhancing motor performance (verbal commands, rhythm, etc.).	●		
1.2 Develop basic competence in the fundamental skills of body management, locomotion, nonlocomotion, and manipulation.	1.2.1 Perform efficient locomotor movements from one point to another in a variety of ways.	●	●	
	1.2.2 Perform efficient movements of the body while in a stationary position.	●	●	
	1.2.3 Maintain physical control and body position during locomotor and nonlocomotor movement activities.	●	●	
	1.2.4 Demonstrate the ability to effectively use various movement dynamics.	●	●	
	1.2.5 Demonstrate acceptable patterns of body and object control.	●	●	
1.3 Develop basic competence in various rhythmical and dance skills, sports skills, and recreational skills.	1.3.1 Demonstrate acceptable patterns of movement in a wide variety of rhythmic and dance activities.	●	●	●
	1.3.2 Demonstrate acceptable patterns of movement in selected sports.	●	●	●
	1.3.3 Demonstrate acceptable patterns of movements in selected recreational activities.	●	●	●

Value the Role of Physical Fitness in Daily Living

Program Objectives	Instructional Objectives	K-4	5-8	9-12
2.1 Assess personal level of health-related physical fitness in areas of body alignment and composition, strength development, endurance, and flexibility.	2.1.1 Identify, for individual assessment, components of health-related fitness.	●	●	
	2.1.2 Measure ones' structure and performance for the selected fitness components.	●	●	
	2.1.3 Compare the results of the selected measures with personally established goals.	●	●	
2.2 Engage in a personally designed program to achieve an optimal level of fitness.	2.2.1 Design a program of activity to meet personal fitness goals.	●	●	
	2.2.2 Participate in the program of activity on a regular basis.	●	●	
	2.2.3 Achieve an optimal level of fitness.	●	●	
2.3 Demonstrate an appreciation for fitness in daily living by maintaining an optimal level of fitness.	2.3.1 Set aside time on a regular basis to engage in vigorous fitness activities.	●	●	
	2.3.2 Maintain or improve personal level of fitness.	●	●	

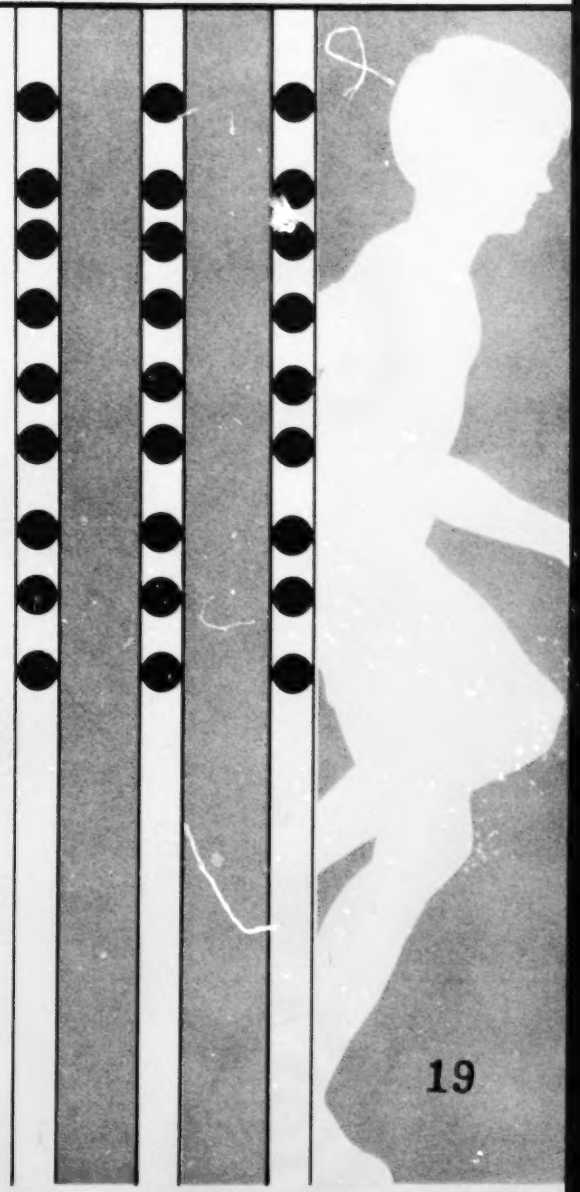
Display Desirable Social Behavior

Program Objectives	Instructional Objectives	K-4	5-8	9-12
3.1 Display appropriate self-control and sportsmanship.	3.1.1 Refrain from uncontrolled and disruptive behavior.	●	●	●
	3.1.2 Demonstrate emotional control in an activity setting.	●	●	●
	3.1.3 Graciously accept officials' decisions.	●	●	●
3.2 Display respect for authority for use of property, and for the rights and abilities of others.	3.2.1 Follow directions, challenges, rules, and signals during activities.	●	●	●
	3.2.2 Comply with regulations governing care of equipment.	●	●	●
	3.2.3 Respect abilities and limitations of others in a variety of situations.	●	●	●
3.3 Display cooperation in working with fellow students, school personnel, and others.	3.3.1 Practice teamwork while involved in group activities.	●	●	●
	3.3.2 Assist peers in skill development and participation.	●	●	●
	3.3.3 Perform in an acceptable manner when in a position of leadership.	●	●	●



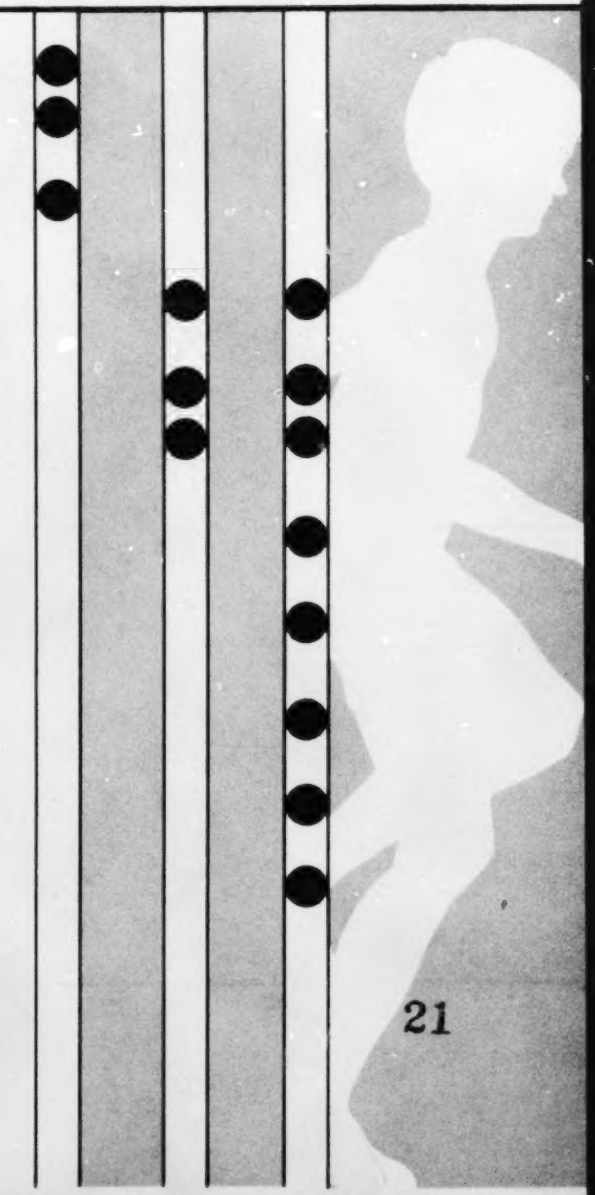
Display a Positive Self-concept

Program Objectives	Instructional Objectives	K-4	5-8	9-12
4.1 **Develop** a positive body image.	4.1.1 Identify basic structural and appearance differences between self and others.	●	●	●
	4.1.2 Identify the feeling of self-worth by succeeding according to one's own ability.	●	●	●
	4.1.3 Accept one's own unique capabilities and potential.	●	●	●
4.2 Accept a realistic view of personal abilities and limitations.	4.2.1 Develop knowledge of self.	●	●	●
	4.2.2 Identify one's abilities and limitations in physical activities.	●	●	●
	4.2.3 Identify individual goals to be accomplished.	●	●	●
4.3 Display a good feeling about one's self and one's level of participation.	4.3.1 Develop a willingness to set a level of aspiration that is within reach of one's self.	●	●	●
	4.3.2 Accept the role of self as leader and/or follower.	●	●	●
	4.3.3 Demonstrate ability to enjoy and have fun while participating in activity.	●	●	●



Appreciate the Importance of Physical Education and Other Closely Related Fields in the World of Work

Program Objectives	Instructional Objectives	K-4	5-8	9-12
5.1 Develop an awareness of the world of work and respect for all workers.	5.1.1 Describe reasons why people engage in work.	●		
	5.1.2 Describe the need for varying types of occupations.	●		
	5.1.3 Evaluate the role that each worker plays in order for society to function.	●		
5.2 Analyze opportunities available for employment in physical education-related fields.	5.2.1 Identify job titles in physical education-related fields.		●	●
	5.2.2 Recognize factors relating to employment opportunities and job availability.		●	●
	5.2.3 Make tentative choice of possible career.		●	●
5.3 Recognize skills necessary for entry level in physical education-related fields.	5.3.1 Define educational background necessary for entry into physical education-related fields.			●
	5.3.2 Define personal characteristics necessary for entry into physical education-related fields.			●
5.4 Develop skills necessary for entry level into physical education-related fields.	5.4.1 Achieve minimal educational standards for entry into a specific career choice.			●
	5.4.2 Demonstrate personal skills necessary for a specific career choice.			●
	5.4.3 Demonstrate personal characteristics appropriate for a specific career choice.			●

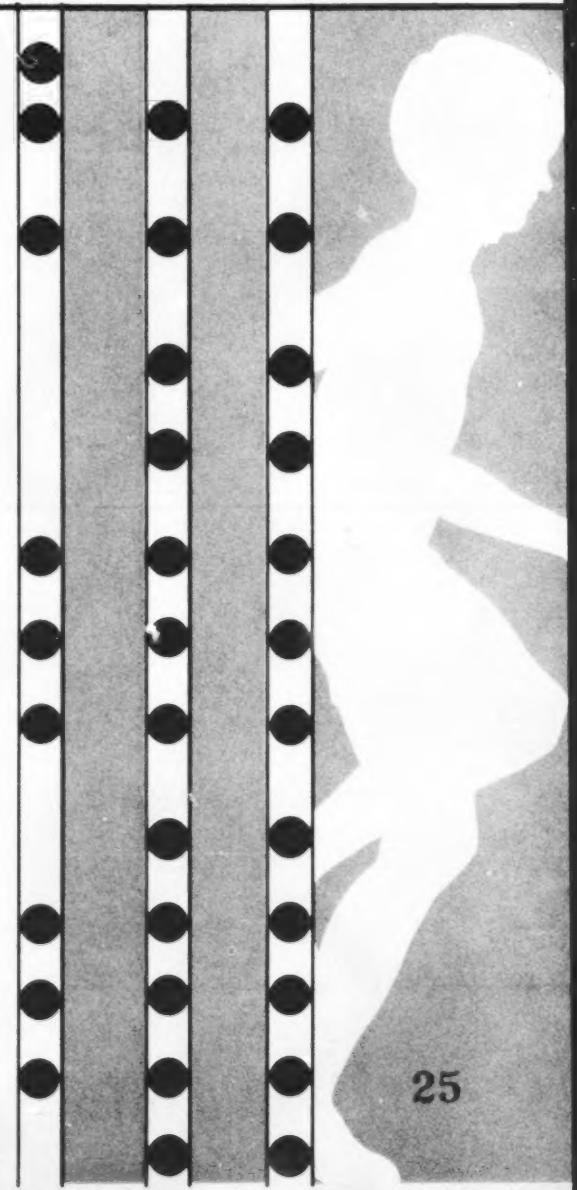


Appreciate Cultural Differences and Values

Program Objectives	Instructional Objectives	K-4	5-8	9-12
6.1 Analyze the contributions of physical education to culture.	6.1.1 Outline the significant historical events of a specific physical education activity.	●	●	●
	6.1.2 Describe ways physical education influences the social, economic, or political mores of a culture.		●	●
	6.1.3 Explain why various societies view differently the contribution of physical education and sports activities to their culture.		●	●
	6.1.4 Compare the contribution of sport to cultural history.		●	●
6.2 Enjoy participating in selected physical activities which are unique and traditional for one's home and host community/country.	6.2.1 Perform in selected rhythmical activities unique to one's own country.	●	●	●
	6.2.2 Participate in selected physical activities of home or host community/country.	●	●	●
	6.2.3 Participate in selected recreational activities of home or host community/country.	●	●	●
6.3 Appreciate the contributions of physical education to culture.	6.3.1 Examine the broad purposes of the Olympics and other international sporting events.	●	●	●
	6.3.2 Evaluate selected contributions of one's own culture to other cultures in the area of physical education.		●	●
	6.3.3 Enumerate selected contributions of other cultures to one's own culture in the area of physical education.		●	●
	6.3.4 Determine additional contributions physical education can make to various societies.		●	●

7.0 Demonstrate Conceptual Understandings Relating to Participation in Physical Activity

Program Objectives	Instructional Objectives	K-4	5-8	9-12
7.1 Understand the basic structure of the human body.	7.1.1 Identify the various body segments.	●		
	7.1.2 Identify the major systems of the body.	●	●	●
	7.1.3 Describe the role of bones, muscles, connective tissue, adipose tissue, and skin in the body structure.	●	●	●
7.2 Understand the biomechanical principles of movement.	7.2.1 Describe various biomechanical factors, such as force, momentum, and velocity that are used in movement.		●	●
	7.2.2 Determine characteristics of efficient movement patterns.		●	●
7.3 Understand the effect of physical activity on the function of the human body.	7.3.1 Describe the relationship between physical activity and body composition.	●	●	●
	7.3.2 Describe the role of physical activity in stress management.	●	●	●
	7.3.3 Identify positive changes that occur in body functions as a result of regular, vigorous activity.	●	●	●
	7.3.4 Describe the concepts of overload, frequency, intensity, and duration as applied to principles of training.		●	●
7.4 Understand the history, terminology, and equipment appropriate to various physical activities.	7.4.1 Describe the historical background and development of each activity.	●	●	●
	7.4.2 Define terminology common to a particular activity.	●	●	●
	7.4.3 Describe appropriate procedures for the selection, use, and care of equipment for a particular activity.	●	●	●
	7.4.4 Describe basic offensive and defensive strategies for a specific sport.		●	●

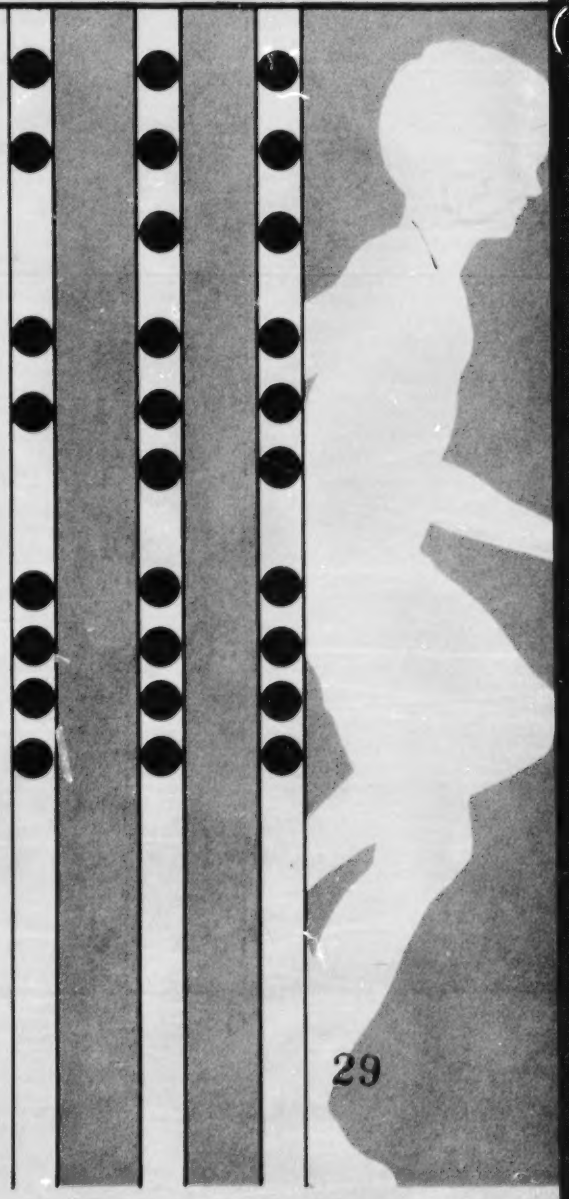


Maintain a Physically Active Lifestyle

Program Objectives	Instructional Objectives	K-4	5-8	9-12
8.1 Select ways in which leisure time and activities can be used wisely.	8.1.1 Define this term: leisure time activity.	●	●	●
	8.1.2 Identify activities that exhibit constructive (wise) use of leisure time.	●	●	●
	8.1.3 Initiate involvement in physically active as well as nonphysically active leisure time activities.	●	●	●
8.2 Demonstrate a balanced variety of physical activities during leisure time.	8.2.1 Indicate areas of leisure time activities for personal involvement.	●	●	●
	8.2.2 Plan a program that will provide an appropriate balance between spectator/participant and athletic/non- athletic recreational activities.	●	●	●
	8.2.3 Participate regularly in a quality leisure time program.	●	●	●

Display Creative and Aesthetic Aspects of Movement

Program Objectives	Instructional Objectives	K-4	5-8	9-12
9.1 Understand the aesthetic qualities of human movement found in a wide variety of physical activities.	9.1.1 Define aesthetic movement.	●	●	●
	9.1.2 Describe various forms of aesthetic interpretation applied to human movement.	●	●	●
	9.1.3 Describe the impact of movement as an aesthetic and creative aspect in one's life.		●	●
9.2 Display unique movement patterns while involved in physical education activities.	9.2.1 Demonstrate a variety of extemporaneous movement interpretations.	●	●	●
	9.2.2 Compose and perform a movement or dance routine to a given musical selection.	●	●	●
	9.2.3 Perform a creative floor exercise routine.		●	●
	9.2.4 Exhibit interest or curiosity in expressive and interpretive movements the student has not been previously exposed to.	●	●	●
9.3 Display feelings through expressive forms of movement.	9.3.1 Display movement to communicate feelings.	●	●	●
	9.3.2 Express oneself through creative movement.	●	●	●
	9.3.3 Translate feelings and thoughts into movement.	●	●	●



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